

ON THE DOORSTEP:

New Washington State High School Graduation Requirements 2004

Presented To:

All Interested Parties

Developed By

Larry Davis, Executive Director
State Board of Education

Updated October 11, 2002

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RCW 28A.150.210

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.230.090

“(1) The state board of education shall establish high school graduation requirements or equivalencies for students.”

RCW 28A.230.010

“School district boards of directors shall identify and offer courses with content that meet or exceed:

- (1) The basic education skills identified in RCW 28A.150.210 (i.e., Student Learning Goals);
- (2) the graduation requirements under RCW 28A.230.090 (WAC 180-51-050 and 180-51-061); and
- (3) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130.

Such courses may be applied or theoretical, academic or vocational.”

RCW 28A.230.120

“(1) School districts shall issue diplomas to students signifying graduation from high school upon the students’ satisfactory completion of all local and state graduation requirements. Districts shall grant students the option of receiving a final transcript in addition to the regular diploma.”

WAC 180-51-025

The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts: Provided, That if a foreign language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.

Highlights of the new state minimum high school graduation requirements:

- The new state minimum high school graduation requirements will be implemented starting with the ninth grade class of 2004.
- Districts retain their authority to establish graduation requirements beyond those set by the State Board of Education.
- The total number of minimum state credits for high school graduation remains at 19.
- One of the required 19 credits shall be in the Arts, which may be satisfied in the visual or performing arts. This credit may not be substituted.
- Health and Fitness – The two-credit graduation requirement in physical education is changed to two credits in Health and Fitness.
- Occupational Education – The one credit graduation requirement is redefined.
- Two non-credit requirements (at the state level) are established:
 - ➡ **Culminating Project** – Each student shall complete a culminating project for graduation. This project consists of students demonstrating both their learning competencies and preparations related to learning goals three and four. Districts shall define the process to implement this graduation requirement.
 - ➡ **High School + Education Plan** – Students shall have an education plan for their high school experience, including what they expect to do the year following graduation.

- The Certificate of Mastery graduation requirement takes effect beginning with the graduating class of 2008 (**subject** to a finding by the State Board of Education that the high school Washington Assessment of Student Learning is valid and reliable for graduation purposes).



Related Policies

- Subject area content within the minimum 19 credits must include, at a minimum, the Essential Academic Learning Requirements (EALRs) at Benchmark III and a level of content rigor beyond Benchmark III that is determined locally.
- Determination of student achievement in the subject areas not assessed by the secondary Washington Assessment of Student Learning (high school WASL) remains a local decision.
- Currently, a high school credit is awarded for 150 hours of planned instructional activities approved by the school district. School districts now have the additional discretion to award high school credit based on clearly identified competencies that are locally determined through district policy and do not have to be tied to a specific number of hours of instruction.
- Each school district board of directors must develop a written policy regarding the recognition and acceptance of earned credits. The building principal or designee could determine, subject to the district policy, whether or not a credit meets the district's standards for recognition and acceptance of a credit.

**Washington State
High School
Graduation Requirements**

**Basic Education Act
RCW 28A.150.210**

The Goal of the Basic Education Actshall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives.

Graduation Requirements

(Can be met inside and outside the walls of the school)

**High School+ Education Plan
Culminating Project
Certificate of Mastery**

and

Enter

**Sept. 2004
Freshman**



Exit

**June 2008
Graduation**



Credits

Subject

3.0

English

2.0

Math

2.0

Science

2.5

Social Studies

2.0

Health & Fitness

1.0

Occupational Education

1.0

Arts

5.5

Electives

19.0

WAC 180-51-060				WAC 180-51-061			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
English	3.0	Locally determined	Locally determined, plus secondary WASL	English Reading Writing Comm Student Learning Goal 1	3.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CoM beginning with Class of 2008
Mathematics	2.0	Locally determined	Locally determined, plus secondary WASL	Mathematics Student Learning Goal 2	2.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CoM beginning with Class of 2008

WAC 180-51-060				WAC 180-51-061			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Science Lab science	2.0 1.0 <u>NOTE:</u> 1 of the 2 credits must be in lab science.	Locally determined	Locally determined	Science Physical Life Earth Student Learning Goal 2	2.0 <u>NOTE:</u> 1 of the 2 credits must be in lab science.	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined

WAC 180-51-060				WAC 180-51-061			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Social Studies US Hist/Govt Wa St Hist/Govt Contemp Wrld Hist/Geog & Problems	2.5 1.0 .5 1.0 <u>NOTE:</u> The 2.5 credits is distribu- ted as indicated.	Locally determined	Locally determined	Social Studies Civics History Geography Student Learning Goal 2	2.5	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined

WAC 180-51-060				WAC 180-51-061			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Occupational Education	1.0	Locally determined	Locally determined	Occupational Education "means credits resulting from a series of learning ex- periences designed to assist the student to acquire and demonstrate competency of skills under student learn- ing goals three and four, and which skills are required for success in current and emerging occupations. Programs meeting the vocational- technical education program approval standards adopted by the super- intendent of public instruction meet this definition	1.0	"General work skills": Student competencies aligned with learning goals three and four and, as appropriate, the program approval standards adopted by the superintendent of public instruction for exploratory or preparatory vocational-technical education courses	Locally determined

WAC 180-51-060				WAC 180-51-061			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Restricted Elective in the Subjects Above or in Fine, Visual, or Performing Arts	1.0		Locally determined	Arts	1.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content May be satisfied in the visual or performing arts	Locally determined
				Student Learning Goal 2			
Electives	5.5	Locally determined	Locally determined	Electives	5.5	Locally determined	Locally determined
TOTAL CREDITS	19.0			TOTAL CREDITS	19.0		
				Culminating Project	---	Locally determined	Locally determined
				High School+ Education Plan	---	Locally determined	Locally determined

SBE POLICY: WAC 180-51-061

Footnotes

¹ See WAC 180-51-050 for definition of high school credit.

² See WAC 180-51-063 for effective date.

³ The study of Washington state history and government is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state. The study of the U.S. and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal pursuant to written district policy. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. For purposes of the Washington state history and government requirement only, the term "secondary school students" shall mean a student who is in one of the grades seven through twelve.

⁴ Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

⁵ Locally determined assessment means whatever assessment or assessments, if any, the district determines are necessary.

SBE POLICY: WAC 180-51-061

Footnotes

(continued)

- ⁶ The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally pursuant to WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement pursuant to RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement. "Directed athletics" shall be interpreted to include community-based organized athletics.
- ⁷ Study in a world language other than English or study in a world culture may satisfy any or all of the required electives.
- ⁸ Each student shall complete a culminating project for graduation. The project consists of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.
- ⁹ Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.

RCW 28A.655.060(3)(c)

“(3)(c) After a determination is made by the state board of education that the high school assessment system has been implemented and that it is sufficiently reliable and valid, successful completion of the high school assessment shall lead to a certificate of mastery. The certificate of mastery shall be obtained by most students at about the age of sixteen, and is evidence that the student has successfully mastered the essential academic learning requirements during his or her educational career. The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation. The commission [Commission on Student Learning] shall make recommendations to the state board of education regarding the relationship between the certificate of mastery and high school graduation requirements.”

RCW 28A.655.060(3)(c)

“The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation.”

The CoM is
NOT EQUIVALENT
to the diploma!

WAC 180-51-064 Certificate of mastery -- Validity and reliability study. (1) The state board of education recognizes that a state investment in activities to verify the validity and reliability of the secondary Washington assessment of student learning for graduation purposes is critical. Therefore, the state board will work with the legislature to establish funding support for validity and reliability substantiation activities.

(2) The state board recognizes that there remain unanswered questions about the certificate of mastery. In order to facilitate the necessary dialogue to address the questions and issues, the board will establish a certificate of mastery validity and reliability advisory committee. At a minimum, the advisory committee shall include representatives from the academic achievement and accountability commission, the office of superintendent of public instruction, the public, the business community, and education stakeholder groups.

(3) The advisory committee shall examine and make recommendations to the state board of education on validity and reliability issues and conduct a review and analysis of the requirement that students obtain a certificate as a condition for high school graduation.

(4) The advisory committee shall submit to the state board a final report and recommendations not later than the board's meeting in May 2003.

(5) By the second Monday of January 2001, and no later than the second Monday of each year thereafter, the state board of education will provide to the house of representatives and senate committees on education, a progress report on the deliberations of the certificate of mastery validity and reliability advisory committee. The state board will submit any proposed policy change based on recommendations of the advisory committee to the house of representatives and senate education committees for review and comment before the change is implemented by the state board under its rule-making authority.

SBE CERTIFICATE OF MASTERY STUDY COMMITTEE	
NAME	NAME
Brossoit, Nick; <u>Superintendent</u> Tumwater School District	Moore, Bill; <u>Research Manager</u> Student Outcomes, SBCTC
Clausen, Barbara; <u>Citizen</u>	Mullin, Steve; <u>Vice President</u> Washington Roundtable
Densley, Terry; <u>School Director</u> Wilbur School District	Perkins, Christie; <u>Public Policy Chair</u> Wa State Special Education Coalition
Fielding, Lynn; <u>School Director</u> Kennewick School District	Pruitt, Wes; <u>Citizen</u>
Frank, Phyllis Bunker; <u>Member</u> State Board of Education	Raichle, Patricia; <u>Director</u> Learning & Education Policy Center, WEA
Frazer, Marc; <u>Manager</u> Ed. Policy & Contributions, Wash. Mutual	Sather, Marv; <u>Teacher</u> Riverside School District
Gainer, Gary; <u>Member</u> SBE and <u>Chair</u> , CoM Study Committee	Selby, Dr. Gay; <u>Vice Chair</u> Higher Education Coordinating Board
Hall, Greg; <u>Assistant Superintendent</u> Assessment & Research, OSPI	Severson, Laura Jo; <u>President</u> Washington School Counselor Association Counselor, SeaTac Occupational Skills Ctr.
Hurtado, Denny; <u>Indian Education</u> , OSPI Tribal Chair, Skokomish Tribe	Thompson, Chris; <u>Executive Director</u> A+ Commission
Kipp, Gary; <u>Assistant Superintendent</u> Secondary Education, Evergreen Sch. Dis.	Wallace, Dennis; <u>President</u> Washington-Association for Career and Technical Education; Vocational Director, Yelm High School
McMullen, Robert; <u>Director</u> High School Programs, AWSP	Wheeler, Andy; <u>Region 1 Representative</u> Washington Alternative Learning Assoc.
Mohler, Carol; <u>Citizen</u>	Woldeit, Ron; <u>Member</u> State Board of Education

WAC 180-51-063 Certificate of mastery -- High school graduation requirement --
Effective date. (1) Pursuant to RCW [28A.655.060](#) (3)(c):

(a) The certificate of mastery shall be a graduation requirement, but not the only requirement for graduation from high school; and

(b) The state board of education is responsible for determining when the secondary Washington assessment of student learning has been implemented and is sufficiently valid and reliable.

(2)(a) The state board of education establishes the 2007-08 school year as the first year in which graduating high school students shall be required to have attained the state certificate of mastery in order to graduate, in addition to other state and local graduation requirements.

(b) The state board of education fully recognizes that a higher standard of validity and reliability must be applied when the result of the assessment affects the ability of an individual student to receive a high school diploma. Therefore, the state board of education will continue to monitor the high school level Washington assessment of student learning. If the board finds that the assessment is lacking in this higher level of validity or reliability, or both, by the beginning of the 2004-05 school year, the state board may change the effective date of the certificate of mastery, for state graduation purposes, to a later school year.

(c) Beginning the 2007-08 school year, the certificate of mastery shall consist of the subject areas under the student learning goals for which a Washington assessment of student learning secondary assessment has been implemented and declared valid and reliable for graduation purposes. It is expected that the initial certificate of mastery will be comprised of reading, writing, communications, and mathematics.

(d) Beginning the 2009-10 school year, the certificate of mastery shall include science if a Washington assessment of student learning secondary assessment has been implemented and declared valid and reliable for this subject area.

(e) As determined by the state board of education, in consultation with the legislature and the academic achievement and accountability commission, successful completion of the Washington assessment of student learning secondary assessment in social studies may be required to achieve the certificate of mastery or may lead to an endorsement on the high school transcript.

(f) As determined by the state board of education, in consultation with the legislature and the academic achievement and accountability commission, successful completion of the Washington assessment of student learning secondary assessment in arts and health and fitness may lead to an endorsement on the high school transcript.

(g) Effective with students who begin the ninth grade in 2003 (the graduating class of 2007), students who take the secondary Washington assessment of student learning and earn the certificate of mastery and/or meet the standard, attainment of the state certificate of mastery and/or meeting the standard shall be noted on the student's transcript pursuant to WAC [180-57-070](#).

(3) Notwithstanding WAC [180-18-055](#) and [180-51-107](#), subsection (2) of this section shall not be waived.

(4) The certificate of mastery shall not be a graduation requirement for students who receive home-based instruction under RCW [28A.200.101](#)(3) nor for students attending private schools under RCW [28A.195.010](#)(6).

CoM Study Committee

See WAC 180-51-064

The mission of the CoM Study Committee is to examine and make recommendations to the State Board of Education on validity and reliability issues and conduct a review and analysis of the requirement that students obtain a certificate as a condition for high school graduation.

Work Goals of the Certificate of Mastery Study Committee

1. Make a recommendation to the State Board of Education about the validity and reliability of the secondary WASL.
2. Make recommendations to the State Board of Education regarding an evaluation of the readiness of the system to support the secondary WASL as a graduation requirement.
3. Make recommendations to the State Board of Education regarding what to do for students who do not and cannot pass the WASL.

CERTIFICATE OF MASTERY STUDY

STRAND 1	STRAND 2	STRAND 3
Reliability & Validity of the HS WASL	Opportunity To Learn	Alternate Means to Earn the COM

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National Technical Advisory Committee	ESD 101 (Geoff Praeger)	OSPI
Report findings and recommendations to COM Study Committee by "12/31/02"	Report findings to COM Study Committee, SBE, Legislature by end of "February 2003"	"Share information with COM Study Committee not later than end of March 2003"

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SBE
COM Study Cmte.

Submits final report to SBE not later than May 2003

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SBE

Submits final report to Legislature not later than summer 2004

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State Legislature

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OPPORTUNITY TO LEARN STUDY

PURPOSE:

The overall purpose of this study is to establish a baseline assessment of the extent to which Washington's K-12 education system is providing students the opportunity they need to learn the expected content and skills (EALRs) before taking the high school WASL.

A further purpose is to identify those areas where a gap between current conditions and "sufficient" conditions may exist.

PLAN:

Most of the data for this study will be gathered through a survey process.

The surveys will be designed in consultation with the State Board's Certificate of Mastery Study Committee, which will review and interpret the results and make recommendations to the full State Board of Education.

ARTS GRADUATION REQUIREMENT BACKGROUND.

In Fall 2004, for students who begin the ninth grade that school year (the graduating Class of 2008), new state minimum high school graduation requirements take effect. One of the new requirements is a credit in the visual or performing arts. This new requirement cannot be replaced by coursework in another subject area. The requirement can be found in [WAC 180-51-061](#).

QUESTION: What is/are “visual arts?”

ANSWER: Visual Arts examples include and are not limited to: sculpting, ceramics, glass, painting, calligraphy, drawing/sketching, photography, film, video, TV, animation, holography, graphic design, printmaking, etc.

Visual Art forms are created by people with and through multi-medium materials, with animate and inanimate objects. Objects can be felt and described. Visual Arts require a person to see them for ultimate communication.

QUESTION: What is/are “performing arts?”

ANSWER: Performing Arts examples include and are not limited to: music, opera, dance, theatre, film, mime, comedy, puppets, performed poetry.

Performing Arts are art forms that are expressed by people that involve all five senses. The people are the art form and the medium.

For more information on the administration of the arts in Washington Schools visit the Office of Superintendent of Public Instruction [Arts home page](#). or contact:

AnnRené Joseph, Program Supervisor, The Arts (Dance, Music, Theatre, and Visual Arts), OSPI (360) 725-6365 -- FAX: (360) 725-6017 -- ajoseph@ospi.wednet.edu

RCW 28A.230.130

(1) All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050.

HEC Board Minimum College Admission Requirements	
SUBJECT	YEARS/CREDITS
English	4 (3 in literature and composition; 1 year may be satisfied by courses such as drama in literature, public speaking, debate, journalistic writing, business English, or 1 course in ESL)
Math	3 (at the level of algebra, geometry, and advanced algebra [2 nd level])
Science	2 (1 full year of basic principles of biology, chemistry, or physics with a lab experience [e.g., both semesters in the same field]; or equivalent, e.g., principles of technology, chemistry in the community)
Social Studies	3 (in history or any of the social sciences, e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology)
Foreign Language	2 (in a single language, including American Sign Language, a Native American language, or a language other than English if the student entered the U.S. education system at grade eight or later)
Fine, visual, or performing arts; or academic electives	1 includes: study in art appreciation, band, ceramics, choir, dance, dramatic performance and production, drawing, fiber painting, photography, pottery, print making, and sculpture (or college prep elective from the list above)
Certificate of Mastery	When it becomes effective as a formal state graduation requirement.

MEMORANDUM

DATE: March 11, 2002

TO: Educational Service District Superintendents
Chief School District Administrators
Secondary High School Principals
High School Guidance Counselors
Higher Education Coordinating Board
State Board for Community and Technical Colleges
Washington Council for High School College Relations
Other Interested Parties

FROM: Larry Davis, Executive Director
State Board of Education

RE: UPDATE on the Standardized High School Transcript

EFFECTIVE DATE:

Changes to the format and content of the official Washington State Standardized High School Transcript are current under review and discussion by the State Board of Education and its Transcript Advisory Group. **Changes will be adopted by the State Board of Education not later than January 2003**, for implementation September 1, 2003 (2003-04 school year).

While changes currently under study will be implemented September 1, 2003, the definition of Grade Point Average (WAC 180-57-055) has been clarified for immediate implementation. Notwithstanding that some courses may be repeated for credit, hereafter, if a course is repeated to improve the grade of record, only the highest grade shall be included in the calculation of the grade point average. (Rewording of WAC 180-57-050 and 055 attached.)

Changes to the state standardized transcript that are currently planned for implementation in Fall 2003 are listed below:

- The student's legal name is to be used.
- Delete the student's telephone number.
- Add dual credit course designation for Running Start, Advanced Placement, College in the High School, International Baccalaureate, and Tech Prep.
- Add indicators of student passage of the high school WASL and/or attainment of the Certificate of Mastery (the planned requirement is to just note that the student met or exceeded the standard).
- Delete the "address" requirement from the list of previous high schools attended.
- Add the total number of unexcused absences.

NOTE: A side-by-side comparison table is attached.

STANDARDIZED TRANSCRIPT FIELD MEMO

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Page Two

The following issues are being discussed or are subject to possible discussion (others could be added):

- Adopt a uniform course title and numbering system?
- Raise the lowest passing grade from “D” to a higher grade?
- How to properly record credit awarded on the basis of competency rather than hours?
- Add a space/box to note completion of the Culminating Project?
- Add a space/box to note completion of the High School+ Education Plan?
- Add a space/box to indicate student did not take high school WASL due to waiver?
- Add a column to designate the course meets HECB core course requirements?
- Add a column to designate transfer credits?
- Add a column to designate on-line/cyber (electronically mediated) credits?
- Add a column to designate Jump Start credits? (earned in 7th or 8th grade).
- Add a column to designate correspondence (non-electronic) credits?
- Add a column to designate credits for learning experiences away from school?
- Add a column to designate work experience credits?
- Add a column to designate National Guard high school career training credits?
- Add class rank?
- Note the student’s actual high school WASL scores?
- Keep the unexcused absences information element?
- Adopt a uniform policy on what to record on the transcript when a student withdraws from a class/course?
- Adopt a completely electronic standardized transcript?
- Provide for an alternative electronic transcript?
- Should all courses attempted be listed on the transcript?
- Should the transcript include designation of skills acquired by the student?
- Round the GPA calculation to three decimal places?
- Should the State Board (if legally permissible), afford a waiver option from the state standardized transcript?
- Consider whether and how to address Pass/Fail grades vis-à-vis GPA calculation

STANDARDIZED TRANSCRIPT FIELD MEMO

March 11, 2002

Page Three

TRANSCRIPT FORM:

Current FORM SPI 1503 (Rev. 4/00) can be obtained through the State Board of Education website at: www.k12.wa.us/sbe, in either Filemaker or PDF format. You can also call (360-725-6025), FAX (360-586-2357), or e-mail (sbe@ospi.wdnet.edu) the State Board of Education office in Olympia for a copy.

FAQs:

A list of frequently asked questions are posted on the State Board website. In addition, if you have any questions, please feel free to call the State Board of Education at 360-725-6025.

Attachments

Proposed New Standardized Transcript Form, Beginning Fall 2003

STUDENT INFORMATION			WASHINGTON STATE HIGH SCHOOL TRANSCRIPT		SCHOOL OF RECORD
NAME (LAST, FIRST MIDDLE) ADDRESS FLINTSTONE, PEBBLES			REPORT DATE 08/22/2002	GRADUATION DATE	SCHOOL NAME, ADDRESS, PHONE EVERETT HS
301 COBBLESTONE WAY EVERETT, WA 98201			Grade Point Table A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 E or F = 0.0	NOT USED IN G.P.A. P/F Pass/Fail CR/NC Credit/No Credit S/U Satisfactory/Unsatisfactory W Withdraw	2416 COLBY AVE EVERETT, WA 98201
IDENTIFICATION NUMBER	GENDER	BIRTHDATE	425-339-4400		
123456	F	10/12/1969	DISTRICT NAME EVERETT SCHOOL DISTRICT		
PARENT/GUARDIAN FLINTSTONE, FREDERICK					

*** SCHOOLS ATTENDED ***

Entry	Withdraw	School	City, State
09/1997	06/1998	BEDROCK HS	BEDROCK
09/1998	06/1999	EVERETT HS	EVERETT, WA
09/1999	10/2000	THOMAS JEFFERSON HS	AUBURN, WA
09/2001		EVERETT HS	EVERETT, WA

***** COURSE DESIGNATION KEY *****						Course		Ltr	Cred	Cred	Course
I=Intl Baccalaureate A=Advanced Placement						Code	Description	Grd	Earn	Attp	Desig
C=College in the HS R=Running Start						MO/YR: 01/2001 GRD LEV: 12					
H=HECB Core Course T=Tech Prep						BUS113 OFF EXPERIENCE S 0.50 0.50					
***** ACADEMIC RECORD *****						BUS113 OFF EXPERIENCE S 0.50 0.50					
Course	Description	Ltr	Cred	Cred	Course	ENG301 ENGLISH 3 C+ 0.50 0.50					
Code	Description	Grd	Earn	Attp	Desig	FAA205 SCULPT/POTTERY A 0.50 0.50					
MO/YR: 03/1998 GRD LEV: 09						GRD101 PLANNING TEAM S 0.25 0.25					
ENG031	GRAMMAR	A-	0.50	0.50		MTH201 ALGEBRA 1 C+ 0.50 0.50					
MTH101	PRE-ALGEBRA	D+	0.50	0.50		MO/YR: 06/2001 GRD LEV: 12					
SCI900	STONE TOOL DSGN	D	0.50	0.50	T	BUS104 INFO TECH A- 0.50 0.50					
SOC401	WASH ST HISTORY	F	0.00	0.50		BUS114 OFF EXPERIENCE A 0.50 0.50					
ENG091	ENGLISH 1	C	0.50	0.50		BUS304 BUSINESS LAW B 0.50 0.50					
ENG103	READING	B	0.50	0.50		ENG302 ENGLISH 3 A 0.50 0.50					
SOC525	ECONOMICS	B	0.50	0.50		GRD102 PLANNING TEAM S 0.25 0.25					
MO/YR: 06/1998 GRD LEV: 09						MTH202 ALGEBRA 1 C- 0.50 0.50					
ENG021	WRITING	B	0.50	0.50		SOC302 US HISTORY C- 0.50 0.50					
FAA201	DRAWNG/PAINTING	A	0.50	0.50		MO/YR: 01/2002 GRD LEV: 12					
MTH101	PRE-ALGEBRA	C	0.50	0.50		ENG411 SENIOR SEMINAR B+ 0.50 0.50					
PED104	WALKING	B	0.50	0.50		GRD101 PLANNING TEAM S 0.25 0.25					
SCI102	GENERAL SCIENCE	D	0.50	0.50		HHS205 INDEPNDT LIVING B 0.50 0.50					
WRK900	WORK	S	0.50	0.50		SOC411 GOVERNMENT C- 0.50 0.50					
MO/YR: 01/1999 GRD LEV: 10						XMS101 MEDICAL OFF SUP A- 1.50 0.50					
BUS900	BUSINESS	S	0.50	0.50		***** TERM AND CUMULATIVE SUMMARY *****					
FAA205	SCULPT/POTTERY	A	0.50	0.50		Grd	Cred	Cred	GPA	GPA	
MTH111	APPLIED MATH 1	C+	0.50	0.50		Lev	Mo/Yr	Earn	Attp	Cred	Pts
PED103	WALKING	B	0.50	0.50		09	03/1998	3.00	3.50		2.000
SCI115	GEOLOGY	F	0.00	0.50		09	06/1998	3.00	2.50		2.600
SOC201	WORLD HISTORY	B-	0.50	0.50		10	01/1999	2.50	2.50		2.400
MO/YR: 06/1999 GRD LEV: 10						10	06/1999	2.50	3.00		1.770
ENG202	ENGLISH 2	B+	0.50	0.50		11	01/2000	3.00	2.50		3.260
FAA202	DRAWNG/PAINTING	C+	0.50	0.50		11	06/2000	2.50	2.50		3.140
HTH102	HEALTH	C+	0.50	0.50		12	01/2001	2.75	1.50		2.870
MTH112	APPLIED MATH 1	F	0.00	0.50		12	06/2001	3.25	3.00		3.020
SCI118	OCEANS	D	0.50	0.50		12	01/2002	3.25	3.00		3.180
SOC202	WORLD HISTORY	C-	0.50	0.50		Cumulative: 25.75 24.00 22.50 63.70 2.650					
MO/YR: 01/2000 GRD LEV: 11						***** WASL/CERTIFICATE OF MASTERY *****					
BUS101	KEYBOARDING	P	0.50	0.50		READING STANDARD MET 04/1999					
BUS105	WORD PROCESSING	A	0.50	0.50		WRITING STANDARD NOT MET					
BUS107	COMPUTER APPL	B-	0.50	0.50		MATH STANDARD WAIVED					
ENG201	ENGLISH 2	B+	0.50	0.50		COMMUNICATION STANDARD NOT TAKEN					
MTH900	MATH	NC	0.00	0.50		CERTIFICATE OF MASTERY NOT EARNED					
SCI111	EARTH SCIENCE	B	0.50	0.50		***** ADDITIONAL STATE REQUIREMENTS *****					
SOC900	HISTORY	B+	0.50	0.50		HIGH SCHOOL+ EDUC PLAN NOT COMPLETED					
MO/YR: 06/2000 GRD LEV: 11						CULMINATING PROJECT(S) COMPLETED 06/2002					
ENG202	ENGLISH 2	B-	0.50	0.50							
MTH900	MATH	B	0.50	0.50							
PED206	AEROBICS	B+	0.50	0.50							
PED304	CONDITIONING	A	0.50	0.50							
SOC900	HISTORY	B-	0.50	0.50							

STATE BOARD OF EDUCATION

 X **ACTION**
 NO ACTION

HEARING TYPE: X INITIAL CONSIDERATION
 PUBLIC HEARING AND ADOPTION CONSIDERATION
 PUBLIC HEARING AND EMERGENCY ADOPTION
 CONSENT AGENDA
 INFORMATION

DATE: OCTOBER 24, 2002

SUBJECT: STATE STANDARDIZED HIGH SCHOOL TRANSCRIPT

SERVICE UNIT: State Board of Education
 Larry Davis, Executive Director

PRESENTER: Larry Davis, Executive Director
 State Board of Education

RECOMMENDATION:

It is recommended that staff be directed to prepare the proposed amendments to SBE Policies: WAC 180-57-055 Definition—Grade Point Average, and WAC 180-57-070 Mandatory High School Transcript Contents—Items, for Public Hearing and Adoption Consideration by the State Board of Education at its January 2003 meeting.

BACKGROUND:

In 2001, the Accreditation Committee of the State Board of Education established a Transcript Advisory Group to study the current state standardized high school transcript to determine what changes, if any, should be recommended in light of the new graduation requirements that take effect for the Freshman Class of 2004 (Graduating Class of 2008).

The Transcript Advisory Group reported its recommendations to the Accreditation Committee on October 3, 2003. The committee endorsed the recommendations in full, and now forwards the work to the full State Board, with one change.

AMENDATORY SECTION

WAC 180-57-055 Definition -- Grade point average. (1) Each student's "grade point average" shall be the sum of the point values, as defined in WAC 180-57-050, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted.

(2) The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

(3) Grade point averages shall be ~~((calculated))~~ rounded to ~~((two))~~ three decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

(a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and

(b) The lowest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be excluded from the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

AMENDATORY SECTION

WAC 180-57-070 Mandatory high school transcript contents -- Items. The standardized high school transcript shall contain only the following information in order to meet the statutory requirement under RCW 28A.305.220 for a statewide standardized transcript:

(1) The student's legal name (last name, first name, and middle name(s) or middle initial(s));

(2) The student's ~~((current))~~ last address ~~((, address at graduation, or address at withdrawal from school (street, city, state, zip code)))~~ of record;

(3) The name (s) ~~((and address))~~ of parent(s) or guardian(s) ~~((street, city, state, zip code) if such information is available))~~;

(4) The student's birth ~~((-))~~ date and sex;

(5) The student's identification number (if applicable);

(6) The school ~~((s))~~ name, address, phone number, and name of the school district issuing the transcript;

~~(7) ((The school's address (street, city, state, zip code, and telephone number);~~

~~(8) The dates of the student's entry, reentry, withdrawal, and graduation (if applicable) related to the school issuing the transcript;~~

~~(9))~~ A list of previous ~~((high))~~ schools attended where credit was attempted (school name, city, state, and month and year of entrance and exit);

~~((10) The student's attendance record (total unexcused absences. "Unexcused absence" shall mean the same as defined under RCW 28A.225.020(2)) by year;~~

~~(11))~~ (8) The student's academic history for high school ((grade level and date of course completion)), comprised of all courses attempted, including those courses where a student has withdrawn, and listed by major reporting period for the grade level (month and year), course ((titles, including the high school department)) code and ((course number)) description, marks/grades earned as defined in WAC 180-57-050 (a mark/grade of 'W' will be used to indicate a withdrawal from a course), credits earned as defined in WAC 180-57-040, credits attempted as defined in WAC 180-57-040, and grade point average as defined in WAC 180-57-055). The transcript shall include a term and cumulative summary of the student's high school academic history;

(9) The transcript shall include notation that the high school+ education plan requirement was completed (noting month and year) or not completed by the student;

(10) The transcript shall include notation that the culminating project requirement was completed (noting month and year) or not completed by the student;

~~((12))~~ (11) The following courses shall be designated on the transcript ~~((as dual credit (d/c) courses))~~ with the designation coding indicated. Courses completed and credits earned through running start shall be noted with a ~~((R))~~ "R~~((S))~~" designation. Courses completed and credits earned through advanced placement shall be noted with a ~~((A))~~ "A~~((P))~~" designation. Courses completed and credits earned through college in the high school shall be noted with a "C~~((HS))~~" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with a ~~((I))~~ "I~~((B))~~" designation. Courses completed which earn college credit through tech-prep and/or the corresponding credits or certification earned shall be noted with a "T~~((P))~~" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "H" designation;

~~((13))~~ (12) The transcript shall include notation that the student has met or exceeded (noting the month and year) or not met the standard on the secondary Washington assessment of student learning and/or earned (noting the month and year) or not earned the state certificate of mastery, or that the particular Washington assessment of student learning was waived or not taken;

(13) Each issuance of the transcript shall include a report date, version number, and page number ('x' of 'y'); and

(14) The signature and/or seal of the authorized school official (name, title, and date).

WAC 180-57-050 Grade reporting and calculation system. (1) The standardized high school transcript shall report the marks/grades earned by students in courses as follows; provided, that there is no requirement to adopt a marking/grading system that uses minuses or pluses or, if adopted, to report minuses or pluses on standardized transcripts:

(a)	A	=	4.0
(b)	A-	=	3.7
(c)	B+	=	3.3
(d)	B	=	3.0
(e)	B-	=	2.7
(f)	C+	=	2.3
(g)	C	=	2.0
(h)	C-	=	1.7
(i)	D+	=	1.3
(j)	D	=	1.0
(k)	E or F	=	0.0

(2) The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, credit/no credit, and satisfactory/unsatisfactory marks also may be used.

(3) If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under state board of education policy WAC 180-57-070:

(a) Determine locally the equivalent passing mark/grade as listed under subsection (1) of this section; or

(b) Designate "pass" or "fail" in the appropriate manner on the transcript.

WAC 180-57-055 Definition -- Grade point average. (1) Each student's "grade point average" shall be the sum of the point values, as defined in WAC 180-57-050, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted.

(2) The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

(3) Grade point averages shall be calculated to two decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

(4) All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

(a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and

(b) The lowest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be excluded from the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

RCW 28A.655.060(3)(c)
[RCW 28A.600.160]

“Upon achieving the certificate of mastery, schools shall provide students with the opportunity to continue to pursue career and educational objectives through educational pathways that emphasize integration of academic and vocational education.”

Educational pathways may include, but are not limited to, programs such as work-based learning, school-to-work transition, tech prep, vocational-technical education, running start, and preparation for technical college, community college, or university education.

Any middle school, junior high school, or high school using educational pathways shall ensure that all participating students will continue to have access to the courses and instruction necessary to meet admission requirements at baccalaureate institutions.

Students shall be allowed to enter the educational pathway of their choice. Before accepting a student into an educational pathway, the school shall inform the student's parent of the pathway chosen, the opportunities available to the student through the pathway, and the career objectives the student will have exposure to while pursuing the pathway. Parents and students dissatisfied with the opportunities available through the selected educational pathway shall be provided with the opportunity to transfer the student to any other pathway provided in the school.

Schools may not develop educational pathways that retain students in high school beyond the date they are eligible to graduate, and may not require students who transfer between pathways to complete pathway requirements beyond the date the student is eligible to graduate;

SBE HISTORY

The State Board of Education is one of the oldest institutions of Washington State government.

It has operated continuously since 1877, when it was created by the Legislature of the Territory of Washington.

The Board has been reconstituted by the State Legislature four times: 1897, 1909, 1947 and 1992.

In 1947, the Legislature established the lay board which exists today.

Washington State Governance System for Public Education

↓ Based in State Constitution ↓
Legislature
Governor
Superintendent of Public Instruction
↓ Based in State Statute — K-12 ↓
State Board of Education
A+ Commission
Professional Educator Standards Board
Educational Service Districts
Washington State School Directors' Association
Local School Boards
↓ Based in State Statute — Higher Education ↓
Higher Education Coordinating Board
Boards of Regents & Trustees for the six, four-year Universities and College
State Board for Community and Technical Colleges
Boards of Trustees for the Community Colleges and Technical Colleges
Workforce Training and Education Coordinating Board

Perspective: Larry Davis, State Board of Education, October 2001

State Board of Education Members

11 statutory members		
MEMBERS (statutory)	HOW SELECTED	VOTING STATUS
1 from each Congressional District	Elected by the members of the school boards of the districts therein, on a weighted student vote	Full vote on all matters
1 private schools representative	Elected by the members of the boards of the state approved private schools	Votes on matters pertaining to private schools
1–State Superintendent of Public Instruction	Ex officio member of the State Board	Votes only to break ties
3 Non-Statutory Members		
MEMBERS (non-statutory)	HOW SELECTED	VOTING STATUS
2–high school students	By Wa. Assoc. of Student Councils	No voting rights
1–Governor’s representative	Selected by the Governor	No voting rights

State Board of Education — Statutory Responsibilities	
MAJOR POLICY AREAS	
Broad authority for the preparation and certification of teachers, administrators (principals, district program administrators, superintendents), and educational staff associates (school counselors, school psychologists, etc.)	
Funding distribution authority for state matching funds for school construction (both new construction and modernization projects)	
Establishing state minimum high school graduation requirements (reviewed approximately every ten years)	
Determine the sufficient validity and reliability of the High School WASL as a graduation requirement (i.e., it is the means to earn the COM)	
School accreditation. By law, the “system” is voluntary and cannot be mandated by the Board. Two models are available to schools under SBE rules to seek accreditation (i.e., SBE process or the Northwest Association of Schools, Colleges and Universities process). Major overhaul in March 2002, effective Fall 2003.	
Private school approval. Technically, private schools are required by law to seek State Board approval to operate. Neither the Board nor SPI has the resources or staff to check on every school.	
School district boundaries. Under pre-1999 law, the Board was the final decision maker. Under the new law, the Board retains rule-making authority for state boundary policy, but final decision-making authority is granted to the regional committees on school district organization (with a limited appeal opportunity to the State Board.)	
Monitor and determine school district compliance with BEA requirements and consider and grant BEA waivers. Significant changes adopted in March 2002, effective Fall 2003.	

State Board of Education — Statutory Responsibilities	
OTHER POLICY AREAS	
Every other year the Board conducts elections for ESD boards.	
Determine qualifications for school bus drivers.	
Immunization requirement.	
Uniform entry age to kindergarten and first grade.	
Central purchasing.	
Real property sales contracts.	
Pupil discipline and due process provisions.	
Annually approve the eligibility standards handbook of the WIAA (Washington Interscholastic Activities Association).	
Courses of study and equivalencies.	
Parents' rights regarding pupil testing and recordkeeping.	
Library media centers.	
Teachers' responsibilities.	
Approve standardized tests used by homeschool parents.	
Approve education centers.	
GED (determine eligibility for students age 16-19).	
Establish standardized transcript.	
Adult education.	
Determine remote & necessary school sites for state funding.	

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